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their primary purpose—to furnish a useful handbook for an inductive study of the art of debating, without overburdening the student with the dreary abstractions of rhetorical theory.

Essentials of Exposition and Argument. By WILLIAM TRUFANT FOSTER.
Boston: Houghton Mifflin Co., 1911. Pp. vi+244. \$0.90.

This work supplies a long-felt need in secondary schools—a text that reduces to a minimum the usual difficulties attending the teaching of exposition and argumentation. The author's purpose is to teach the student how to work for himself. Aside from lucidity of presentation, the treatment is characterized by logical organization based upon sound pedagogical principles. The student is encouraged to employ the principles of critical analysis in his own thinking about subjects that are easily within the range of his own experience. Moreover, the ideal fostered throughout the text is not, as is frequently the case, the attainment, of mere argumentative skill, but candor and fair-mindedness in seeking to come to right conclusions concerning questions about which there is an intelligent difference of opinion. The employment of a series of exercises requiring the co-operation of the whole class, and based upon a single question carried through the various stages of the developing theory, is especially commendable; it gives to the student's work a continuity which frequent assignments of a more or less unrelated character render impossible. By means of this simple teaching-device the author secures the sustained effort that is so necessary to any piece of creditable workmanship. The tests of evidence and the sources and methods of using evidence are adequately presented and freely illustrated, while the exercises at the close of each chapter are both interesting and practicable.

It may be objected that the title, *Essentials of Exposition and Argument*, is misleading, in that the author treats exposition more as a point of departure than as a component part of the text. But when it is remembered that argumentation is only a special kind of explanation, and that all good argument is dependent upon lucid exposition, the author's method of treatment finds ample justification.

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The Study of History in Secondary Schools. Report to the American Historical Association by a Committee of Five: ANDREW C. McLAUGHLIN, Chairman, CHARLES H. HASKINS, CHARLES W. MANN, JAMES H. ROBINSON, and JAMES SULLIVAN. New York: Macmillan, 1911. Pp. 72. \$0.25.

The Committee of Five, appointed at Madison in 1907 to revise the report of the Committee of Seven published in 1899, has but few changes to recommend in the scheme for historical study in the secondary schools proposed by the other committee. After a careful canvass the new committee believes that "the schools are taking history more seriously than they did ten years ago." This is an encouraging word for teachers of history, and it means both that more time is being given to history in the curriculum and that more care is being taken to select trained teachers of history for the history classes. Indeed, the Committee is hopeful that a four-year course in history in the high schools will become quite general. At present the Committee finds thirty-eight out of ninety schools circularized offering the four-year course, and forty-two

schools offering a three-year course. This looks as if the majority of schools would continue to crowd their history course into three years.

The Committee, in dealing with the complaint which has come from many schools that the period of ancient history (from the earliest times to Charlemagne's coronation) is both too long and too difficult a subject for the first year of high school, points out the essential difficulties of finding any other place for the ancient history, and suggests that the method of instruction be made very simple. A very illuminating and helpful point is the distinction the Committee draws between events of importance in ancient history and those of importance in mediaeval history in the years 325 to 800.

The Committee lays great stress on the need for a more intensive study of the modern period in European history, which quite generally gets but step-motherish treatment after the demands of ancient, mediaeval, English, and American history have been met. If but three years can be devoted to history in the high school, the Committee thinks that the English history (in the middle year) should be so broadly treated as to bring out the main facts of European history. The contact of England with the Continent ever since the days of William the Conqueror has been close, and all the main facts of Continental development, from the decay of feudalism to the modern scramble for colonial possessions, could be presented in their essentials by the skilful instructor in English history.

In a concluding section the report emphasizes the desirability of a two-year course in history in trade and commercial schools, as an indispensable background for the industrial and economic history generally studied in these schools.

Reading References for English History. By HENRY LEWIN CANNON. Boston: Ginn & Co., 1910. Pp. xv+475. \$2.50.

Professor Cannon has done both the teacher and the student a great service in his elaborate book of reading references for English history. He has gone over the immense collection of works on English history in several university and city libraries and sifted out the most significant and accessible of them for his basic bibliography. The 2,054 works chosen are carefully arranged in groups, such as "general bibliographical works," "historical aids," "works relating to more than one period," and these are further subdivided into such topics as historical geography, archaeology, numismatics, heraldry, philology. The works on economic and social conditions, religion, education, industry, law, and colonies, are well selected, and are our first adequate collection of works on such topics.

The second part of the book (pp. 165-475) is taken up with topics and references covering the whole field of English history. The topics are divided into nine chapters, corresponding to the ordinary major divisions of English history, and these chapters are subdivided into a number of sections, following the kings' reigns generally. Under each section (following a brief summary of the period) are listed sources and modern accounts, with bibliographies of illustrative material in prose and poetry. The references are to the volumes listed in the first part, and they are specially valuable for their preciseness in volume and page. A concluding chapter on the British Empire gives us the most useful literature on colonial history and government. Valuable appendices on biography and historical fiction and poetry are followed by an exceptionally full index.

Professor Cannon's exhaustive book will enable the instructor to plan and supervise the collateral reading of his students in English history with far greater efficiency